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EVENING CLASS SCHEDULES OF LARGE COLLEGES AND UNIVERSITIES.

BY- DALBY, J. PHILIP

CUYAHOGA COMMUNITY COLL., CLEVELAND, OHIO

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ANTICIPATING A CHANGE FROM A SEMESTER TO A QUARTER SYSTEM OF INSTRUCTION, CUYAHOGA COMMUNITY COLLEGE SURVEYED 357 COLLEGES AND UNIVERSITIES (EACH WITH 3,000 OR MORE ENROLLED) TO DETERMINE THE TYPE OF INSTRUCTIONAL CALENDARS BEING USED, THE METHOD OF SCHEDULING EVENING CLASSES, THE NUMBER OF MEETINGS PER WEEK, AND THE LENGTH OF CLASS SESSIONS. RESPONSES FROM 310 OF THE INSTITUTIONS (87 PERCENT), INDICATED THAT (1) 73 PERCENT OF THE 4-YEAR COLLEGES FOLLOWED SEMESTER CALENDARS, 21 PERCENT FOLLOWED QUARTER CALENDARS, 5 PERCENT WERE ON TRIMESTERS, AND 1 PERCENT USED OTHER TYPES OF CALENDARS, (2) 84 PERCENT OF THE 2-YEAR COLLEGES FOLLOWED THE SEMESTER PLAN, 9 PERCENT FOLLOWED THE QUARTER CALENDAR, AND 7 PERCENT THE TRIMESTER OR "OTHER" CALENDAR SYSTEMS, (3) 62 PERCENT OF THE 4-YEAR COLLEGES SCHEDULED EVENING CLASSES ONCE PER WEEK, 33 PERCENT TWICE PER WEEK, AND 4 PERCENT THREE TIMES PER WEEK, (4) 36 OF THE 310 RESPONDENTS INDICATED THAT THEY HAD CHANGED THE NUMBER OF WEEKLY MEETINGS OF REGULARLY SCHEDULED EVENING CLASSES SINCE 1960, AND (5) CHANGES IN TYPES OF CALENDARS DID NOT ADVERSELY AFFECT ENROLLMENT. CONCLUSIONS DRAWN FROM THE STUDY, PERTINENT TABLES, AND RECOMMENDATIONS FOR THE CUYAHOGA PROGRAM WERE INCLUDED. (DG)

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EVENING CLASS SCHEDULES
OF
LARGE COLLEGES AND UNIVERSITIES

A Report From the Office of Planning and Development
Cuyahoga Community College
Cleveland, Ohio

J. Philip Dalby
Dean, Planning and Development

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UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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Introduction

It is expected that in the fall of 1968, the Cuyahoga Community College District will begin operation of a quarter system, in contrast to the present semester-based instructional calendar. This poses many problems including restructuring courses and course credit, consideration of a new teacher load and service policy, etc. However, the problem with which we are concerned here is that relating to the conversion of evening courses to a quarter system. Evening courses now usually meet three hours once each week for the duration of a semester and normally carry three credit hours. A course can be either one or two semesters in length.

For those courses which are two semesters in length, conversion to a quarter system is relatively simple; i.e., the course continues to meet three hours weekly--but for three quarters rather than two semesters. But the difficulty arises for those courses of one semester in length (16 or 17 weeks). To condense the same amount of time into a single ten or eleven week quarter would mean meeting at least four hours per week. A single four hour session is considered pedagogically unsound, leaving the alternative of meeting the class twice per week (for two 2-hour sessions), or extending it to continue over two quarters. The question to which the college addressed itself was what is the current practice, and what can we expect to happen should we make a basic change from our present practice of meeting courses once weekly to some other schedule?

This survey was an attempt to get some information concerning the experience of other schools to help lead us to a decision.

The study is based upon a survey of 357 universities and colleges listed in the 1965-66 Education Directory, Part 3, Higher Education, published by the U. S. Department of Health, Education and Welfare. These include all two and four-year institutions showing enrollments of 3000 and over. As information was to be used relevant to Cuyahoga Community College, a large institution, it was felt that data submitted by universities and colleges smaller than 3000 would not be meaningful. The institutions selected represent all types, public and private, in small and large communities. The analysis of the data was made with reference to ownership, size of community (over or under 150,000 population), program emphasis, and two-year or four-year (including graduate school) institutions.

Of the 357 universities and colleges contacted for information located in 50 states and two territories, 310 (86.83%) responded, including 56 two-year colleges, representing all regions with the exception of the State of Nevada. Replies were received from one hundred percent of the institutions contacted in Alabama (2), Alaska (1), Arizona (4), Arkansas (2), Colorado (5), Connecticut (5), Delaware (1), Florida (8), Hawaii (1), Idaho (2), Kansas (7), Maine (1), Minnesota (3), Mississippi (3), Montana (2), Nebraska (3), New Mexico (3), North Dakota (2), Oregon (3), Pennsylvania (14), Rhode Island (3), South Dakota (2), Tennessee (7), Utah (4), Vermont (1), Washington (8), West Virginia (2) and Wyoming (1). The largest number of questionnaires returned were from California (53) and New York (27). See Table 1.

The questionnaire was printed on a pre-stamped post card. Respondents were asked to check the appropriate answer to the following questions:

1. In 1966-67 what type of instructional calendar did you have?

Quarter ()
Semester ()
Trimester ()
Other ()

2. How are the majority of evening classes scheduled?

Once per week ()
Twice per week ()
More than twice per week ()

3. Since 1960 have you changed the standard number of evening class meetings per week?

No ()
Yes ()

If yes, did you notice--

An increase in individual class enrollments ()
A decrease in individual class enrollments ()
No noticeable change ()

Was the change from--

Once per week to twice per week ()
Twice per week to once per week ()
Other ()

4. How long do most evening class sessions meet?

No longer than two hours ()
No longer than three hours ()
Four or more hours ()

Cards were returned to the Office of Planning and Development, Cuyahoga Community College, Cleveland, Ohio. The post-cards and explanatory letters were mailed to the 357 institutions June 26, 1967. The last cards included in the data collected were received in Cleveland on August 21, 1967.

II

Classification of Institution

There are five principal classifications of institutions contacted in this survey, determined by highest level of offering, and eleven designations as to type of programs offered. The following categories designate institutions by level of training:

- I. 2 but less than 4 years of work beyond the 12th grade--
includes those junior colleges, technical institutes,
and normal schools offering at least a 2-year program
of college-level studies;
- II. Only the bachelor's and/or first professional degree--
includes those institutions offering courses of studies
leading to the customary bachelor of arts or bachelor
of science degree, and all those degrees which entitle
the possessor to enter the profession indicated; e.g.,
doctor of medicine, bachelor of pharmacy, or bachelor
of science in engineering;
- III. Master's and/or second professional degree--includes
those institutions offering the customary first grad-
uate degree, and any degree earned in the same field
after the first professional degree, or after a bach-
elor's degree in that field; e.g., the degree of
electrical engineer, earned after the bachelor of
engineering, or the degree of master of sacred theo-
logy earned after the bachelor of divinity degree;
- IV. Doctor of philosophy and equivalent degrees; and
- V. Other

The designations of institutions by type of program are as follows:

- a. Terminal-occupational (below bachelor's degree)--to
represent a program not extending beyond the 14th or
15th grade, designed to prepare directly for an occupa-
tion, and not intended to prepare for advanced study;
- b. Liberal arts and general--including those institutions
offering a 4-year program leading to the bachelor's
degree;

- c. Liberal arts and general, and terminal-occupational--for institutions offering programs described by a and b above;
- d. Primarily teacher preparatory;
- e. Liberal arts and general, and teacher preparatory;
- f. Liberal arts and general, teacher preparatory, and terminal-occupational;
- g. Professional only (not including teacher preparatory);
- h. Professional and teacher preparatory;
- i. Professional and terminal-occupational;
- j. Liberal arts and general with 1 or 2 professional schools; and
- k. Liberal arts and general with 3 or more professional schools--including institutions organized as universities.

The number of institutions reported in each category (by classifications I through V, and type a through k) are shown in Table II. Altogether 56 junior colleges and/or two-year institutions are represented, twenty colleges replied offering only the bachelor's degree, in 107 responding institutions the Master or second professional degree can be earned in addition to the baccalaureate, and 126 replies were received from colleges and universities which give work up through the doctorate. One institution is a graduate school only.

Several types on institutions are represented, as can be seen in Table II including those concentrating on terminal-occupational work, liberal and general studies, various professional programs from the bachelor's level up through the doctorate, and preparatory or pre-professional schools. The largest groups represented are two-year colleges, schools offering a second professional and/or Master's degree, and

universities granting the doctor of philosophy or equivalent degrees with programs in the liberal arts and three or more professional schools. Of the 56 two-year colleges (whose replies are of special interest) only one is a liberal arts college, two offer only terminal-occupational programs beyond the 12th grade, and the remaining 53 colleges could be considered comprehensive in the sense that they offer liberal arts and general programs as well as terminal-occupational education.

III

Reports From Institutions Other Than Two-Year Colleges

Two hundred and fifty-four questionnaires were received from colleges offering the baccalaureate degree and above (Classifications II through V, see Chapter Two). Of this number 76 are privately supported institutions and 178 publicly supported.

Calendars

Control. Only six private institutions are on a quarter calendar, 66 follow a semester system, and four a trimester system (see Table III). Of the public institutions 47 (26.4%), follow a quarter calendar, 120 are on a semester basis, eight report a trimester system and three have flexible calendars which do not follow any of the three more common systems. One school reports that students may enroll at six different times during the year.

Of the 254 colleges and universities reported in this section, the majority (73.22%) follow semester calendars, 20.86 per cent quarter calendars, 4.72 per cent are on trimesters, and 1.18 per cent other types. The more comprehensive public institution offering general, liberal arts, doctorates, and several professional degrees, tend to favor quarter calendars more than do the schools with more limited curriculums. This is true, also, of private schools but to a lesser degree.

Size of City. The highest percentage (72.83%) of schools in both large and smaller cities are on semester calendars, (76.92% for the former and 71.42% for the latter). A larger percentage of the total

number of institutions in smaller cities are on a quarter system than those located in large cities (23.8 as against 15.38 per cent--see Table IV). Only slightly above four per cent of the colleges in either large or smaller cities follow a trimester plan, and even fewer (1.88%, or only two universities) report calendar systems differing from either quarters, semesters, or trimesters. No effort was made to examine these types.

Evening Classes

All but six of the colleges and universities offering baccalaureate and higher degrees schedule evening courses. Over sixty-two per cent report that the majority of their evening classes are scheduled once per week; some (33.95%) schedule the majority of their evening classes twice per week; a few (less than four per cent) regularly schedule the majority of evening classes three times per week. A variation in the number of evening class sessions per week exists in small schools depending upon the subject taught. The percentages shown here, however, represent the scheduling of the majority of evening classes. In some cases an equal distribution of different classes are scheduled both once and twice per week. These cases are in Tables V a, b, and c in both columns (one and two meetings per week). In every case these classes were held no more than two hours when meeting twice per week, and no more than three hours when they met once per week.

Generally speaking, institutions on a semester or quarter system favor scheduling most evening classes once per week for no more than three hours (see Table Va and Vb); those on a trimester system favor the same plan also (Table Vc). How evening courses are equated to similar

day courses on a credit/hour basis is not explained.

The college anticipating adopting a quarter system could notice particularly that the percentage of courses being taught twice per week is the same for colleges on either a quarter or semester system; however, of these, there is a larger percentage of schools meeting up to three hours per session on a quarter system than were reported for institutions on a semester system (when most classes meeting twice per week meet no more than two hours).

IV

Reports from Two-Year Colleges

Fifty-six publicly supported two-year colleges are included in this study. The restriction to institutions over 3000 enrollment precluded private two-year colleges being represented in the data received.

Of the two-year colleges reporting, forty-seven (eight of which are listed in cities over 150,000 population) are on semester instructional calendars (83.92%), five on quarter calendars, and four reported trimester or "other" calendar systems. Thirty of the colleges on semester calendars report that the majority of their evening classes meet over two and less than three hours once per week. The majority of evening classes meet twice per week usually for less than two hours in the remaining seventeen institutions in this group (four colleges report that the majority of evening classes meet from two to three hours twice per week).

One of the California colleges now on a semester system plans to change to a quarter calendar for the 1967-68 school year.

Of the five colleges presently on a quarter system--located in California (2), Washington (2), and Florida (1)--all meet evening classes twice per week, and classes from two to three hours in length with one exception: evening classes in the Florida college meet for no more than two hours. Four of these colleges serve cities or areas of less than 150,000 population.

Since 1960 nine of the two-year colleges surveyed have changed the number of times per week evening classes were scheduled. As this has

particular meaning for this report, the matter of the effect of changing the scheduling of evening classes will be dealt with in detail in the following section.

V

Experiences of Institution Which Have Changed
Evening Class Schedules Since 1960

As the objective of this report is to provide Cuyahoga Community College with pertinent information for decision making regarding the scheduling of evening classes for the 1968-69 Academic Year, other large institutions which have experienced changes in scheduling during the past seven years are considered of special significance.

Altogether, of the 310 colleges and universities submitting information, only 36 indicated that they have changed the number of weekly meetings of regularly scheduled evening classes since 1960 (nine of these are two-year colleges). In view of the small percentage of institutions which have made changes, one might easily generalize that established patterns tend to perpetuate themselves (this may be true only of large institutions, however). Two-year institutions, representing slightly more than 18 percent of the total sample, accounted for 25 percent of the colleges effecting some kind of change in evening class scheduling during the period 1960 - 1967.

The question asked was: "Since 1960 have you changed the standard number of evening class meetings per week?" An affirmative answer required the respondent to indicate if the change resulted in an increase, decrease or no change in class enrollments. The results clearly indicate that changes, in general, did not noticeably adversely affect enrollment. Seventeen reported increases, and twelve "no noticeable change." Only six of the 36 schools (16.66%) indicated decreases in enrollments; four as a result of changing from one to two meetings per week, one due to changing from two to one meeting

per week, and one for "other" reasons. Clearly, the effect of class scheduling changes on college evening enrollment is not significant, either for quarter or semester calendars. (See Tables VIIa and VIIb)

Two-Year Colleges - Presently, only one of 56 two-year colleges which reported having changed their evening class schedule is on a quarter calendar. This institution changed from one meeting per week to two with no noticeable change in enrollment.

Eight two-year colleges on semester systems have made evening class changes with the following results: five changed from one to two class meetings per week - three of these showed increases in their enrollment, one a decrease, and one no noticeable change (these were all type Ia institutions); two two-year colleges changed evening classes from twice per week to once a week and both reported no noticeable change in enrollment; one two-year college reported an "other" type change (this could be from one or two to three meetings or visa versa) - with no noticeable change in enrollment.

As large colleges and universities practice evening scheduling of classes on a once as well as twice per week basis either system can be assumed to work. The effect of a change in evening scheduling cannot be reliably determined because so little seems to have occurred. What evidence exists does not support the fact that change in itself is necessarily detrimental to enrollments and must be supported, or rejected for other reasons.

VI

Summary and Implications for Cuyahoga Community College

From the results of this survey and analysis of the information submitted, there is very little evidence that the number of evening class meetings greatly affects enrollment. Of course, each institution within a given community acts and reacts to situations and conditions unique to itself; what may be said for Oakland, California, may not be said for Cleveland, Ohio.

A change from our present evening schedules--based on a single weekly meeting of 150 minutes for each class--could create new administrative problems as well as enrollment changes and these are not necessarily unrelated.

New administrative problems to be faced would include: (1) designing of a new type evening schedule; (2) maintaining high utilization of facilities (twice per week classes reduce utilization unless two courses can be scheduled in each room each evening); (3) finding supervisors and faculty for two evenings per week; and (4) the future of the present commitment to a basic 50 minute period, and the relationship of class and/or laboratory hours to credit.

Conditions that would affect evening enrollments include: (1) sex and age of student; (2) reasons for attending college after 5:00 P.M. (e.g. working during day, or were unable to register during day because section was closed, etc.); (3) availability of transportation; and (4) safety of students. It would be expected that evening enrollments downtown might be affected more adversely by feelings for personal safety after dark (especially women and girls) than would be the case at a suburban campus. The ability of

the college campuses working with local authorities to manage this problem as well as create a favorable public impression regarding it could be a factor in determining evening enrollment.

Recommendations - This office makes several recommendations concerning the scheduling of evening classes. They are supported not only by the results of the study but also by experience and current disposition of the college staff.

1. Institution of a "twilight" program which would begin sometime between 5:00 and 6:00 P.M. running up to but no longer than three hours in length.

2. Scheduling of a regular "evening" course beginning between 7:00 and 8:00 P.M. and continues no longer than to 10:00 or 10:30 P.M.

3. Classes which meet four of five days during to be scheduled twice per week in the evenings each session lasting from 110 to 180 minutes. This does not include the possibility that some multiple evening sections may on an experimental basis be scheduled not only twice a week but also with an alternative section meeting once per week for the entire 200 minutes, thus bridging the "twilight" and "evening" schedules.

4. A questionnaire be prepared for and distributed to selected evening classes currently being held to determine the reaction to a change in schedule of evening students now enrolled. This could give us some idea about the approach we would have to take in selecting classes for scheduling during the "twilight" or "evening" hours and enable us to anticipate some of the possible effects of conversion.

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TABLE I

RESPONSES BY AREA

State (Territory)	No. Contacted	No. Replies	State (Territory)	No. Contacted	No. Replies
ALABAMA	2	2	NEBRASKA	3	3
ALASKA	1	1	NEVADA	1	0
ARIZONA	4	4	NEW HAMPSHIRE	2	1
ARKANSAS	2	2	NEW JERSEY	12	9
CALIFORNIA	56	53	NEW MEXICO	3	3
COLORADO	5	5	NEW YORK	35	27
CONNECTICUT	5	5	NORTH CAROLINA	5	4
DELAWARE	1	1	NORTH DAKOTA	2	2
DISTRICT OF COLUMBIA	6	4	OHIO	14	11
FLORIDA	8	8	OKLAHOMA	5	4
GEORGIA	4	3	OREGON	3	3
HAWAII	1	1	PENNSYLVANIA	14	14
IDAH0	2	2	PUERTO RICO	3	1
ILLINOIS	13	11	RHODE ISLAND	3	3
INDIANA	8	7	SOUTH CAROLINA	2	1
IOWA	4	3	SOUTH DAKOTA	2	2
KANSAS	7	7	TENNESSEE	7	7
KENTUCKY	6	4	TEXAS	19	16
LOUISIANA	9	6	UTAH	4	4
MAINE	1	1	VERMONT	1	1
MARYLAND	5	4	VIRGIN ISLANDS	0	0
MASSACHUSETTS	10	7	VIRGINIA	7	6
MICHIGAN	14	13	WASHINGTON	8	8
MINNESOTA	3	3	WEST VIRGINIA	2	2
MISSISSIPPI	3	3	WISCONSIN	7	6
MISSOURI	10	8	WYOMING	1	1
MONTANA	2	2			

T A B L E I I
NUMBER OF COLLEGES AND UNIVERSITIES
BY CLASSIFICATION AND TYPE OF PROGRAM

Classification	Type of Program											Total
	a	b	c	d	e	f	g	h	i	j	k	
I	2	1	49	0	0	4	0	0	0	0	0	56
II	0	0	0	0	4	5	1	0	2	5	3	20
III	0	0	0	7	26	19	2	3	0	14	36	107
IV	0	0	0	1	2	0	2	2	1	2	116	126
V	0	0	1	0	0	0	0	0	0	0	0	1
	2	1	50	8	32	28	5	5	3	21	155	310

T A B L E III

CALENDAR OF PRIVATE FOUR-YEAR AND

GRADUATE INSTITUTIONS BY CLASSIFICATION

Calendar

Classification	Quarter	Semester	Trimester	Other	Total
IIIf	0	2	0	0	2
IIH	0	1	0	0	1
IIJ	0	1	0	0	1
IIK	0	1	0	0	1
IIId	0	1	0	0	1
IIIf	1	2	0	0	3
IIIf	0	1	0	0	1
IIIf	0	1	0	0	1
IIIf	1	1	0	0	2
IIIf	0	5	0	0	5
IIIf	1	11	2	0	14
IIIf	0	1	0	0	1
IIIf	0	1	0	0	1
IIIf	0	1	0	0	1
IIIf	3	35	2	0	40
IIIf	0	1	0	0	1
IIIf	6	66	4	0	76

T A B L E IV

CALENDAR OF PUBLIC FOUR-YEAR AND
GRADUATE INSTITUTIONS BY CLASSIFICATION

Calendar

Classification	Quarter	Semester	Trimester	Other	Total
Ile	0	4	0	0	4
IIf	3	0	0	0	3
IIf	0	1	0	0	1
IIi	1	0	0	0	1
IIj	2	3	0	0	5
IIk	0	1	0	0	1
IIId	1	5	0	0	6
IIIf	6	16	1	0	23
IIIf	4	13	0	1	18
IIIf	0	1	0	0	1
IIIf	0	1	0	0	1
IIIf	4	4	0	1	9
IIIf	3	16	3	0	22
IVd	0	1	0	0	1
IVe	1	0	0	0	1
IVg	0	1	0	0	1
IVh	1	1	0	0	2
IVi	1	0	0	0	1
IVj	0	1	0	0	1
IVk	20	51	4	1	76
	47	120	8	3	178

TABLE V (a)

**MAJORITY OF EVENING CLASSES IN
FOUR-YEAR INSTITUTIONS ON SEMESTER SYSTEM
BY LENGTH OF CLASS AND NUMBER OF WEEKLY MEETINGS**

Length of Class	Meetings per Week		
	1	2	3 (or more)
No more than two hours	23	52	4
No more than three hours	98	12	3
Four or more hours	0	0	0
Total	121	64	7

TABLE V (b)

**MAJORITY OF EVENING CLASSES IN
FOUR-YEAR INSTITUTIONS ON QUARTER SYSTEM
BY LENGTH OF CLASS AND NUMBER OF WEEKLY MEETINGS**

Length of Class	Meetings per Week		
	1 *	2	3 (or more)
No more than two hours	5	8	1
No more than three hours	25	10	1
Four or more hours	4	0	0
Total	34	18	2

* Six institutions, all meeting once per week, indicate length of evening classes varying from two to over four hours in length depending on credit. Not included in above table.

T A B L E V (c)

**MAJORITY OF EVENING CLASSES IN
FOUR-YEAR INSTITUTIONS ON TRIMESTER SYSTEM
BY LENGTH OF CLASS AND NUMBER OF WEEKLY MEETINGS**

Length of Class	Meetings per Week		
	1	2	3 (or more)
No more than two hours	3	1	0
No more than three hours	8	4	0
Four or more hours	0	0	0
Total	11	5	0

TABLE VI
CALENDARS OF FOUR-YEAR COLLEGES AND UNIVERSITIES
BY CITY SIZE

	Calendar				
	Quarter	Semester	Trimester	Other	Total
Large Cities (over 150,000 population)	10	50	3	2	65
Smaller Cities (less than 150,000 population)	45	135	9	0	189
Total	55	185	12	2	254

T A B L E VII (a)

INDIVIDUAL INSTITUTIONS ON QUARTER SYSTEM

WHICH HAVE CHANGED EVENING CLASS SCHEDULES

Classification and Type of Institution	Present No. Class Meetings per Week	Length of Class Meetings (hours)	Nature of Change			Effect of Change on Enrollment		
			Once per Week to Twice	Twice per Week to Once	Other	Increase	Decrease	No Noticeable Change
Ic	1	3	X					X
IIIf	2	3		X		X		
IIk	2	2		X				
IIIIf	1	4	X					X
IIIk	2	2	X			X		
IVe	1	4	X				X	
IVk	2	3	X					X
IVk	2	2			X		X	
IVk	2	4			X	X		
Total		—	5	2	2	3	2	3

TABLE VII (b)
INDIVIDUAL INSTITUTIONS ON SEMESTER SYSTEMS
WHICH HAVE CHANGED EVENING CLASS SCHEDULES

Classification and Type of Institution	Present No. Class Meetings per Week	Length of Class Meetings (hours)	Nature of Change			Effect of Change on Enrollment		
			Once per Week to Twice	Twice per Week to Once	Other	Increase	Decrease	No Noticeable Change
Ia	1	3		X				X
Ic	2	3		X				X
Ic	1	4	X				X	
Ic	1	3						X
Ic	1	3	X			X		
Ic	2	2	X			X		
Ic	2	2			X			X
Ic	2	2	X			X		
IIj	1	3		X		X		
IIj	2	2			X	X		
IIIe	2+	2			X	X		
IIIe	2+	2			X	X		
IIIe	1	2	X			X		
IIIIf	2+	3	X	X				X

T A B L E VII (b)--Continued

Classification and Type of Institution	Present No. Class Meetings per Week	Length of Class Meetings (hours)	Nature of Change			Effect of Change on Enrollment		
			Once per Week to Twice	Twice per Week to Once	Other	Increase	Decrease	No Noticeable Change
IIIg	2	2		X				X
IIIj	2	2	X				X	
IIIk	2	2	X				X	
IIIk	2	2	X					X
IIIk	1	3		X		X		
IIIk	1	3			X			X
IVj	1	3			X	X		
IVk	1	3		X				X
IVk	1,2	2,3	X			X		
IVk	2	2	X			X		
IVk	2	2		X		X		
IVk	2	2	X			X		
IVk	1	3		X			X	
Total			12	9	6	14	4	9